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ABSTRACT

This document is one of twelve describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This document, directed at career development instructors, focuses on how to produce career development units (CDUs), defined as a teaching and/or counseling activity designed and written to establish methods for helping students achieve the behavioral objective for all or part of a given goal.) Procedures are detailed for the CDU format and evaluation. Appendixes contain additional information on behavioral objectives, a sample CDU (which outlines goal, objectives, instructors, infusion points, participants, schedule, methods, resources, and evaluation), and instructions for completing CDU evaluation forms. (TA)

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PRODUCING CDUs

A PROCEDURAL GUIDE

FOR CDU INSTRUCTORS

CAREER PLANNING SUPPORT SYSTEM

by

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- Generating knowledge through research
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- Evaluating individual program needs and outcomes
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- Operating information systems and services
- Conducting leadership development and training programs

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INTRODUCTION

Now that goals have been selected that give your new program shape and direction, what remains to be done is to decide exactly how to help students meet behavioral objectives that reflect those goals. The way that your school will help students meet the behavioral objectives is by providing them with career development units (CDUs).

A CDU is a teaching and/or counseling activity that is designed and written to establish methods for helping students achieve the behavioral objective for all or part of a given goal. Several CDUs may be required to help students reach the same goal. On the other hand, the same CDU may address one or several related goals. A CDU can be taught anywhere—in an already existing course, in a course designed for that purpose, in a program offered by a community agency, etc.

You and other CDU instructors will plan, write, and teach CDUs by following the CPSS format suggested for CDUs in this guide. Resource persons (such as the CPSS coordinator, resource leader, behavioral objective specialist, and method specialist) are available to help you at your request.

Once you have written your CDU, the Steering Committee will review it and ask you to make any necessary changes. You will then teach the CDU, after which you and your students will evaluate it.

Your procedures pertaining to CDU production begin on the next page. Appropriate reference material appears later in this procedural guide.

PROCEDURES

Step 1 After your selection by the Steering Committee, decide with the coordinator and with the other CDU instructors whether you will write your CDU individually or as a group.

Step 2 Attend the sessions arranged by the coordinators to brief you on the production of CDUs. Receive a copy of the goal or goals that your CDU will address and make sure that you know the infusion point and target group for your CDU.

Step 3 Begin writing your CDU according to the format prescribed on the next two pages. Call upon the CPSS coordinator, behavioral objective specialist, method specialist, and resource leader as appropriate.

A. Appendix A contains reference material that may be helpful.

B. Appendix B is a sample CDU written in the CPSS format. It may be wise to refer to it as you write your own.

C. Section 9 of the format requests only that you decide how you will evaluate the CDU once it has been taught and suggests using the CDU evaluation form. Attach a blank evaluation form to each CDU you write. You will complete it after you teach the CDU.

Step 4 Give your completed CDU to the CPSS coordinator and make any changes recommended during the Steering Committee's review of CDUs. He/she will make a copy and give you the original of the CDU from which to teach.

Step 5 Teach the CDU at the appropriate time.

Step 6 Evaluate the CDU and complete the CDU evaluation form using the instructions in Appendix C. The format also suggests that you attach any comments you want to make about the CDU. Such comments should be valuable during other evaluations and also should help those who may teach the CDU later.

Step 7 Give the completed CDU evaluation form to the CPSS coordinator after having made a copy for yourself.

Step 8 Return this procedural guide to the coordinator.

CDU TITLE:

1. GOAL(S): (Write the goal or goals that your activities will address as designated by the Steering Committee. Include also the goal number and priority of the goal.)

2. OBJECTIVES: (List the behavioral objectives for this unit. Number each behavioral objective and denote enabling objectives.)

3. INSTRUCTOR(S): (List all those who will teach the unit.)

4. INFUSION POINTS: (List specifically where the CDU will be implemented, e.g., the classes where it will be taught.)

5. PARTICIPANTS: Actual number: (Total number of students taking the CDU.)

   Target group and number: (If feasible, briefly describe the group of students and the total number who eventually will take the CDU, e.g., ninth grade, 250.)

6. SCHEDULE: (List the dates and, if necessary, the time for implementing the CDU. Time may already be specified by the infusion points.)

7. METHODS: (List the methods in the order in which they will be used. You also may want to list when each method will be used.)

8. RESOURCES: (List the resources [people, space, equipment, and materials] for each method as well as their availability and cost.)

9. EVALUATION: (Attach the suggested CDU evaluation form on the following page or attach another one you have developed or obtained. Also attach any forms that will be used to evaluate achievement of behavioral objectives. These forms should not be filled out until after you have taught the CDU. Describe briefly the evaluation procedures you will follow.)

CDU EVALUATION FOR _____

Instructor: _____ Goal No: _____ Infusion Point: _____

BO No.	Number of Students Attempting BO	BO Achievement		Method Letter	Number of Students in Method	Helpful		Interesting		Students' Comments
		No.	%			No.	%	No.	%	

APPENDIX A

REFERENCE AND ASSISTANCE

Objectives

A behavioral objective is a statement that describes what a person should be able to do after completing a learning experience. Good behavioral objectives give the person a clear understanding of what is expected of him/her. In other words, they are a means of communicating very important information.

Behavioral objectives contain four parts or portions. The terms you will need to know begin with the first four letters of the alphabet, "ABCD."

A.	Actor(s)	The group of students (or adults) who will perform a desired task
B.	Behavior	A task that the actor can be seen or heard performing
C.	Condition(s)	(An optional part of behavioral objectives) What the actor has to work with to perform the desired task; can be materials or a setting
D.	Degree of Success	The criterion that can be used to determine whether a student has successfully mastered the behavior prescribed by the behavioral objective

Actors

A behavioral objective specifies what specific persons or "actors" will be able to do after completing a learning experience. The actor, the person who will perform a given task, usually should be a student.

Behavior

The behavior portion of a behavioral objective states what the actor should be able to do. The behavior portion describes an "observable" action. An observable action can be seen or heard. The key words to look for are verbs open to few interpretations rather than many. Test to see if your objective is written in behavioral terms by asking the question, "Can I see or hear the actor performing this task?" If the answer is no, then the behavioral objective is not written in behavioral terms.

Conditions

The conditions portion of a behavioral objective describes the conditions under which the desired behavior will be performed. Conditions either describe the setting of the actor or state

what materials or information will be given to the actor to perform the desired task. The conditions statement is usually placed at the beginning of a behavioral objective. A condition is used to clarify the objectives; therefore, it is an optional part of a behavioral objective.

Degree of Success

The remaining portion of a behavioral objective is the degree of success. The degree of success portion of a behavioral objective describes how the actor will be evaluated or how well and by when he must perform a given task to be successful. Key words to look for to identify the degree of success portion are descriptive adjectives or adverbs and numbers. The degree of success portion often appears at the end of a behavioral objective. An example is:

Given a variety of sources for obtaining career information, students will prepare a personal information file. Each student's file must contain the following:

A. A sample job placement form

B. Information from local employment agencies about the local availability of jobs

C. Information from the U.S. Department of Labor about the nationwide availability of jobs

D. Career literature, describing at least three occupations within the student's chosen career cluster

E. A self-report to be updated monthly about changing personal career goals

F. Personal results on a standardized interest survey

Whenever possible, a degree of success should be explicitly stated. In some cases, however, it may not be necessary to do so because it is already implied by the wording of the objective. For example:

> Counselors will describe the social and personal counseling services available in the community.

It is implied, rather than formally specified, that counselors will describe all community services.

> The student will describe the procedure for acquiring assistance with post-high school job placement through the school.

It is implied that the student will describe the procedure without error.

If you would like more information about behavioral objectives contact the behavioral objective specialist. You may wish to get a copy of the *Manual for Writing Behavioral Objectives* from the behavioral objective specialist. This manual is a programmed text that leads you through exercises to increase your ability to write meaningful and measurable behavioral objectives. You also may want to view AV-3.

Methods

The method specialist has been studying a variety of methods and their appropriateness based on grade level, class size, and goal. It might be useful to ask the method specialist to attend your writing sessions if you are doing development in a group. If you are working alone on a CDU, you might take the behavioral objectives for your goal to the method specialist for help in choosing the best method for accomplishing each behavior.

Resources

The resource leader can update your awareness related to the availability of the materials, equipment, and people for the CDU you are writing.

APPENDIX B

SAMPLE CDU

CDU TITLE: Job Applications

1. GOAL:

   Students will know how to fill out job application forms. (#9; A-1)

2. OBJECTIVES:

   9.1 Given two job application forms and the name of a position for each of the applications, the student will complete each application accurately and thoroughly, including proper use of grammar and correct spelling.

   9.2 Given the name of a position being applied for and a list of references, the student will write a letter requesting an individual to serve as a reference for himself/herself. The letter must be correct in format, free of grammatical and spelling errors, neat in appearance, and thorough in content. (Enabling Objective)

3. INSTRUCTORS:

   English teachers — C. Jones, M. Brown, and T. Smith

4. INFUSION POINTS:

   Four English III classes: Jones' 2nd period; Brown's 3rd and 4th periods; Smith's 4th period

5. PARTICIPANTS:

   Actual Number: 120 students

   Target group and number: 248 students (the entire junior class)

6. SCHEDULE:

   April 1 through April 5

7. METHODS:

A. Discuss the article "A Word About References," published by the School District Occupational Placement and Follow-up Center (SDOPFC).

B. Show samples of letters wherein references were requested and discuss the various types of information included in the letters.

C. In small groups, have students write letters requesting a reference for a job. Students will critique and discuss the letters of classmates afterwards.

D. Using an overhead projector and transparency, demonstrate a completed job application form, indicating features to be kept in mind, such as neatness, grammar, content, spelling, etc.

E. Invite a resource person in from the state department commission to discuss such things as: job applications completed by persons who were successful in obtaining a job, completed job applications of persons likely to be successful in obtaining a job, and completed applications of persons who may not be successful in obtaining a job. (Ms. Foradori will be here on April 3.)

F. Have students practice completing job application forms in small groups acting as critics of one another.

G. Give each student two job application forms, allow each to choose two positions to apply for, and ask that they fill out the application at home and return the completed form the next day.

8. RESOURCES

Resource Description	Objective	Method	Resource Availability	Cost
People:				
— 3 English teachers (20 classroom hours)	all	all	yes (school)	no
— Ms. N. Foradori (2 hours)	9.1	E.		no
Space:				
— 4 classrooms (20 hours)		all	yes (school)	no
— small auditorium (Ms. Foradori addressing two 4th period classes)	9.1	E.	yes (school)	no
Equipment:				
— two overhead projectors (2 hours)	9.1	D.	yes (school AV specialist)	no
Material:				
— 4 transparencies	9.1	D.	yes (school AV specialist)	no
— 400 job application forms	9.1	G.	yes (state employment commission)	no
— 120 copies of "A Word about References"	9.2	A.	yes (SDOPFC)	
— 25 copies of a sample letter requesting references	9.2	B.	yes (SDOPFC)	no

9. EVALUATION:

The CDU evaluation form and procedures will be used. Instructors will include comments and recommendations for the CDU along with the completed CDU evaluation form. Since the CDU is the same for all three instructors, evaluation results will be summarized on one form.

The completed job application forms and the letters of reference will serve as the evaluation instruments for the achievement of the behavioral objectives. Instructors will judge each form and letter to determine the achievement rate for the behavioral objectives.

See example next page.

EXAMPLE

CDU EVALUATION FOR JOB APPLICATIONS

Instructor: C. Jones, M. Brown and T. Smith Goal No. 9 Infusion Point: Four English III Classes

BO No.	Number of Students Attempting BO	BO Achievement		Method Letter	Number of Students in Method	Helpful		Interesting		Students' Comments
		No.	%			No.	%	No.	%	
9.1	120	100	83%	D	120	90	75%	60	50%	Easy to follow with transparencies
				E	120	110	92	110	92	Resource person is good idea
				F	115	115	100	115	100	Small group discussions are a good idea
				G	120	118	98	118	98	Students learn from students; don't give home assignments
9.2	120	104	87	A	118	96	81	80	68	
(E.O.)				B	118	110	93	104	88	Samples help
				C	120	118	98	118	98	Like working in small groups

Form No. 21

EXAMPLE

CDU Instructor Comments

Students did enjoy working on the letters in small groups. Ms. Foradori held the students' attention and they had several good questions at the end of the session.

Students did not seem to like completing the job application forms at home but I still think it is a good experience. I would use the unit again and I think other instructors would find it effective.

APPENDIX C

INSTRUCTIONS FOR COMPLETING CDU EVALUATION FORMS

1. Fill in the CDU title at the top of the page along with the instructor(s), goal number, and infusion point.

2. Obtain and record information for the first, second, and fifth columns from the CDU.

3. For each behavioral objective, record the number and percentage of students achieving it.

4. For each method, list the number of students attempting the method and the number and percentage who found the method helpful and interesting. You may obtain this information at any point during the CDU (e.g., at the end of each method, each class, or the entire CDU). You may ask for a show of hands or have students write their responses.

5. Record any student comments made about the method or overall CDU on the form itself. Attach additional sheets if necessary.

6. Record your own comments on a separate sheet entitled "CDU Instructor Comments."

7. At the completion of the CDU, forward the evaluation results (the form and any attached comments) to the CPSS coordinator.

8. If more than one instructor uses the same CDU, summarize the figures and forward only one form for a single CDU. Each instructor fills in numbers only; percentages are computed when you summarize.